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ABSTRACT

This packet contains three papers from the World Conference on Comparative Adult Education (CAE). The first consists of the opening ceremony remarks by Alexander N. Charters reminding participants of the work of previous conferences and urging worldwide learning. The second paper is a report of a meeting of the Committee for Study and Research in Comparative Adult Education (CSRCAE). It defines and describes comparative adult education and discusses the nature of the committee. Plans to update the bibliographies of the CAE Association are announced. The final paper in the packet, by Margaret and Alexander Charters, summarizes the activities of the conference. Their report notes that the conference was the first to be held in a developing nation (Nigeria) and goes on to describe the six subthemes discussed at the conference: (1) the need for and relevance of CAE to social and economic development; (2) emerging theories and methodologies in CAE; (3) implications for CAE of recent research in other disciplines; (4) studies and research on CAE relevant to policy; (5) focal issues for CAE in the immediate future; and (6) means of exchange and knowledge about CAE. Actions for the future are suggested. (KC)

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Report of the World Conference on Comparative Adult Education

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OPENING CEREMONY REMARKS

by

Dr. Alexander N. Charters
Chair, Committee for Study and Research in Comparative Education (CSRCAE)
October 7, 1991

At Bangkok, Thailand in January 1991, the idea of a conference on Comparative Adult Education to be held in a developing nation was proposed by Dr. Joseph Taiwo Okedara. The proposal for a conference to be held at the University of Ibadan received the unanimous and enthusiastic support of all the members of CSRCAE who were present. Dr. Okedara moved forward to enlist the support of the University of Ibadan, the Government of Nigeria, as well as many donor supporters, all of which has resulted in this historic Conference. The study of comparative adult education is an investment in the future of adult education in a global society. Dean Okedara, we commend you and express our deep appreciation.

We are often prone to forget history but let us not be remiss on this occasion. It is a matter of record that four previous conferences were held: Exeter, USA, 1966; Nordberg, Denmark, 1972; Oxford, UK, 1986; and Frascatti (near Rome), Italy, 1988. This memorable Conference at Ibadan, Nigeria, is the first in the south and first in a so-called developing country. While we should recognize these landmarks, we should also remember that other significant events have also taken place in many countries. For example, in Africa, the meeting of the International Experts on Comparative Adult Education in Nairobi is important as was the electronic communication between the University of Botswana and Syracuse University. Of course there have been many face to face exchanges at conferences and at individual and group consultancies. Hence, this World Conference will have a rightful place in history as a unique contribution to comparative adult education.

Let us not always think of dichotomies and absolutes such as East-West, North-South, and developing and non-developed. Rather let us consider the academics and practical developments in the new and emerging field of comparative adult education on a continuum of learning. Adults have always learned from each other including indigenous people on this soil. We are now here to learn from each other in a global perspective.

In 1980 I edited a book on Comparative Adult Education. I wanted to call it "Learning from Each Other-World-Wide." However, the publishers in their wisdom titled it, "Comparing Adult Education-Worldwide." In any case, it is necessary that we recognize the urgency of continually and continuously learning from each other--worldwide. This is what this World Conference is all about.

In the U.S., President George Bush has proposed a visionary plan called "Education 2000: A Strategy." It calls for quality education for children and youth and what he calls "For the rest of Us - A Nation of Learners," that is, education of adults. In effect he is stating that adult education is moving out of the periphery and into the mainstream of lifelong education.

There are masses of adults within a ten mile radius of this Hall--indeed within 10,000 miles of this Hall. They all require continuing education to learn basics and to keep up-dated. Some areas for study are stated in the theme sub-themes and objectives of this Conference, focusing on development but there are almost unlimited numbers of other topics. Let us remember that masses are a composite of individuals each with human dignity and that it is just as exciting and exhilarating for an adult at age 50 to learn to read as it is for a six year old.

I view the mission of adult education is "to assist adults to obtain further control of their present circumstances and future destinies." As adults the challenge is with us here this week in Ibadan. We are here to heed the messages of leaders and to listen to papers of distinguished educators of adults. All of us are here to dialogue as academics and practitioners of Adult Education. We are here to learn from each other--world wide.

Again I extend wishes for a joyful Conference experience!

October 21, 1991

WORLD CONFERENCE ON COMPARATIVE ADULT EDUCATION
University of Ibadan, Ibadan, Nigeria
October 7-11, 1991

Meeting on Committee for Study and Research in Comparative Adult Education (CSRCAE)

Alexander N. Charters was Chair of a meeting attended by members of Committee for Study and Research in Comparative Adult Education (CSRCAE) who were at the Conference and by many other interested participants. He described CSRCAE and led a discussion period.

The Committee (CSRCAE) was formed by the International Council on Adult Education (ICAE) and the International Congress of University Adult Education (ICUAE) in 1987. The purposes of the Committee are:

1. To give identity to the field of Comparative Adult Education;
2. To study and provide research in the field;
3. To enhance the field of Comparative Adult Education;
4. To enhance the continuing interest of the two international organizations (ICAE and ICUAE) as well as strengthening linkages with other groups and associations who have a similar interest.

There are many adult and continuing education organizations which are international in scope and/or have international committees or divisions. The Committee does not wish to duplicate the activities of these organizations and accordingly is devoting its efforts strictly to comparative adult education at the International level.

In response to a question, the Chair stated that in the future the Committee may wish to include activities at the intra-national level.

The following is a definition/description of comparative adult education:

> Comparative adult education includes: (a) Statements about the theory, principles, methodology and other topics of comparative study related to adult education; (b) studies comparing a topic on adult education in two or more situations. A comparative adult education study needs to extend beyond a description of adult education in two or more situations and/or a juxtaposition of adult education data from two or more situations. There must be analysis and comparison to identify similarities and dissimilarities. An intra-national comparative study is the comparison of a topic in two or more situations within one country and an international comparative study is the comparison of a topic in two or more situations in different countries.

Again in response to a question that the term Committee is now used to indicate a loosely unstructured body: The Committee may wish to change the name to society, association, or something else. At present the Committee is free standing but may wish to consider affiliation with some other organization or body.

The Chair stated that it is now appropriate to add to the leadership group of Alexander N. Charters and Professor John Morgan. Plans may be announced soon.

The members of the Committee have been communicating in the English language. It may be that this procedure should be changed.

The Chair also stated that the Bibliographies of CAE should be updated. A plan will be announced soon for updating and the adding of materials in languages other than English. Reference is made to:

Comparative Adult Education: State of the Arts with Annotated Resource Guide, by Alexander Charters and D. A. Siddiqui, The University of British Columbia, Centre for Continuing Education, Vancouver, B.C., 1989.

Comparative Adult Education - An Interface with Near Eastern Resources, by D. A. Siddiqui, The University of British Columbia, Centre for Continuing Education, Vancouver, BC, 1990.

Interest in the Methodology of CAE was expressed. The Chair announced that a plan was forthcoming.

Membership is open. Colleagues may write to the Secretary for an application form. When the form is completed, it should be sent along with a copy (copies) of published work or outline of work in progress.

Prof. John Morgan, Secretary of CSRCAE
Department of Adult Education
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University of Nottingham
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Nottingham NG7 2RD, England

The Chair expressed appreciation for the interest of participants in the work of CSRCAE. Inquiries may be directed to the Secretary or the Chair.

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October 21, 1991

Committee for Study and Research in
Comparative Adult Education (CSRCAE)

Report of

World Conference on Comparative Adult Education
University of Ibadan, Nigeria
October 7-11, 1991

by

Margaret and Alexander Charters
Syracuse University

The Chair of the Conference, Dr. Joseph Taiwo Okedara, Dean of the Faculty of Education, University of Ibadan, is commended for: his imagination in proposing the Conference; his ability to enlist financial and other support for the Conference; his enthusiasm in publicizing the program; and his ability to organize and conduct the Conference. His joviality and sincerity were felt by all of the participants from the opening session through the moving closing session.

The impressive list of dignitaries at the opening ceremony reflects the nation-wide support for the World Conference. Present at the opening ceremonies were: the representative of General Ibrahim Badamasi Babangida, President, Federal Republic of Nigeria; Prof. Aliu Babatunde Fafunwa, Federal Minister of Education, who gave the keynote address; Dr. L. A. Banjo, Vice-Chancellor of the University of Ibadan; Professor J. A. Akinpelu, Provost, College of Education and Chairman of the Nigerian Adult Education Association; Mr. Odugbesan, representing Dr. Somefun, the Executive Secretary of the newly formed National Commission for Mass Literacy, Adult and Non-formal Education. As Chair of CSRCAE, Alexander N. Charters made some introductory comments (attached). The Military Governor of Oyo State, Colonel Abdul Karim Adisa, hosted a banquet at Government House on Thursday.

The contribution of Dr. Lalage Bown of Glasgow University was unique as Mistress of Ceremonies and a conference facilitator. As a former professor at the University of Ibadan she had taught many of the participants and dignitaries and provided an important bridging perspective for the mix of participants from developing and developed countries.

It is planned to publish the Proceedings including the papers presented at the Conference. This brief report is to inform the members of CSRCAE about the Conference and let them know that it is appreciated that the Conference was held under their auspices.

The Conference was billed as the first one on Comparative Adult Education to be held in a developing nation. Many of the participants were familiar with the definition of comparative adult education as used by CSRCAE. There were excellent papers. For some of the participants this was their first encounter with CAE. These

colleagues wrote and spoke on interesting and exciting topics, often in their own country. The contributions were substantial and will add to the literature in this emerging field of Comparative Adult Education.

The main theme of the Conference was "Comparative Adult Education in the 1990s, with Special Reference to Developing Countries." Participants were asked to focus their papers on six sub-themes, around which the Conference program was organized, and discussions took place. These were:

1. The need for and relevance of Comparative Adult Education to social and economic development, including its relevance to new and social movements.

2. Emerging theories and methodologies in Comparative Adult Education.

3. Implication for Comparative Adult Education of recent research in other disciplines.

4. Studies and research on Comparative Adult Education relevant to policy, including policies of international agencies.

5. Focal issues for Comparative Adult Education in immediate future, i.e., gender, race, the environment.

6. Means of exchange and knowledge about Comparative Adult Education.

The objectives of the Conference were to a) bring together scholars, policy makers and practitioners interested in Comparative Adult Education as related to social and economic development; b) exchange ideas and information on Comparative Adult Education research, teaching and policy implications; c) encourage and promote Comparative Adult Education and research for sound policy decisions and theory building in the 1990s, and d) examine ways and means by which Comparative Adult Education research can be used in new social movements and in training adult educators.

The Conference was organized with concurrent sessions and two parallel tracks. One emphasized the theoretical aspects of the sub-themes; the other emphasized the application of knowledge or skills in workshops on practical aspects of the sub-themes. The plenary sessions reflected issues from both tracks.

Plenary 1:	Fafunwa (Nigeria Fed. Min. of Educ.)	Issues in Comparative Adult Education and their Impact on Adult Education Programme in Developed and Developing Countries in Recent Times
Plenary 2:	Youngman (Botswana)	Cultural Imperialism and the Critical Praxis of Praxis of Comparative Adult Education

Plenary 3:	Shoemaker (U.S.)	Adult Education, Community Development and Social Work: Co-existence or Coordination?
Plenary 4:	Hornberger (Peru, U.S.)	Whither Bilingual Education? The Example of Peru
Plenary 5:	Jarvis (U.K.)	Approaches to Distance Education
Plenary 6:	Sandhaas (Germany)	Research Priorities in the Field of Adult Education of UNESCO 1991-95
	Wagner (U.S.)	Literacy in a Global Perspective Possibilities and Probabilities

The keynote address and two of the plenary sessions focused on the first and fourth sub-themes of need for and relevance of Comparative Adult Education to social and economic development and plans of international agencies.

Professor Fafunwa, Honorable Minister of Education, delivered the keynote address at the opening ceremony of the Conference. His emphasis was on the responsibilities of literates rather than on the problem of illiterates. He stated that there are forty million literates in Nigeria and it is the responsibility of each one to teach one relative or fund the teaching of one. He has established a new national commission, only four months old, on Adult, Non-Formal and Mass Education whose goal is to provide "Education for all by the year 2000 AD," using every strategy to achieve this purpose. It is the first time that a government has made a deliberate commitment to provide education for all before the end of the century. It will require a combination of passion and scholarship. He was a strong advocate for indigenous education.

Professor Youngman of the University of Botswana raised the issue of the "inequality inherent in the international economic order and the ramifications of it at the cultural level in countries of the south." He implied that aid was not benign but follows imperialistic aims and heavy impact on adult education. "The north needs to learn more from the experience and perspective of the south," he claimed. Participants were challenged to think about what issues in the south are being blocked or overlooked by cultural imperialism if it exists. The underlying assumption of the issue raised seemed to be that the northern influence is negative which may not necessarily be so.

Dr. Sandhaas of the UNESCO Institute for Education, Hamburg, reviewed the UNESCO research priorities in the field of Adult Education, 1991-1995. The plan has three main phases. Phase I: (1991-1993) is up-dating the UNESCO quantitative and qualitative data bank on the adult education situation in the world. Phase II: (1993-1995) will focus on key issues for research and intellectual cooperation. Phase III: (1996) will be a Fifth International Conference on Adult Education.

After sketching some key areas of literacy research, Professor Wagner of the National Center on Adult Literacy at the University of Pennsylvania, emphasized the need for realistic assessment of literacy programs in existence and pointed out how little is known about the nature of motivation for learning in low income, poor health, female and an agricultjral environment. With the incentive to achieve "Education for All" (EFA) in the last decade of this millenium, he suggested that the time may be ripe to capitalize on economies of scale if cultural sensitivity is maintained. "Methodologies for pilot programs, assessment and evaluation, and computerized textbook preparation, as examples, may be transferable with local adaptations to many cultural contexts" (p. 29). He said that needs for literacy and other basic skills have never been greater, gaps between literate and non-literate, reflected in income disparities have never been larger. He urges thorough study of the kinds of change people (not just governments) want and sustained support rather than giving into the temptation of "the quick fix."

The other three plenary sessions followed the fifth sub-theme, featuring focal issues for Comparative Adult Education. Professor Shoemaker made a plea for cooperation between adult education, community development and social work where much of the theoretical framework is common, principles are universal yet each culture must invest them with its own content, own experiences. Referring particularly to the education of women, she made a plea for the evolution of benevolent traditions over those that cripple people physically or emotionally, to liberate men as well as women and children.

Dr. Jarvis discussed approaches to distance education. Dr. Hornberger cited her research in Ecuador with the Quechua to make a plea for a bi-literate approach to literacy.

Sub-theme six, on means of exchange and knowledge about Comparative Adult Education, was handled in several well-attended general sessions. Alexander Charters, U.S., reported on CSRCAE (see attached summary of discussion). Mrs. Jean Jackson, U.K., and Dr. Meshack Matshazi, Zimbabwe, reported on the Commonwealth Association for the Education and Training of Adults. Mrs. Ruth Colvin, U.S., reported on the program of Literacy Volunteers of America.

Sub-themes two through five were dealt with extensively both in the papers submitted and in those delivered in the concurrent sessions. There were several papers reflecting true comparative research but many were descriptive of programs within a wide variety of contexts and countries. Comparisons between these focused around common issues provided for lively discussion sessions. A brief summary of some issues follows:

Literacy: Debate about whether or not to initiate learning in the mother tongue or a second language or proceed in a bi-literate mode continued. Discussion of comparative methods and materials abounded.

Training: Attitudes and knowledge of trainers are important. Credentials of the trainers should be made available to students. Gender in certain localities is a cultural problem. Need to train students to accept other than traditional leaders.

Health and Adult Non-Formal Education: a) Drug Abuse - recommend education begin at primary school and be taught as part of the curriculum so it is not considered propaganda. Stressed importance of evaluation to drug-law enforcement agencies. b) Nutrition - use local materials to fight malnutrition (soyabeans). Cultural bias needs to be taken into consideration.

Gender: Discussion centered on the following issues: cultural problems in Muslim areas militates against women and their education; (When a man is articulate he is a leader. When a woman is articulate, she is aggressive.) Women need to provide their own leadership; emphasize partnership, equality of men and women as human beings; question of what to do when people are happy with the status quo; what do women really want?

Prof. Opeke stated: "The United Nations decade on women failed to redress the problem of women, who provide the human labor and entrepreneurship involved in basic food production, processing, storage and marketing, and yet remain marginalized in the economic mainstream and body polity of African societies." The gender issue is now assuming center-focus on all development programs. The search is on for methods and techniques that will provide effective programs on gender-related issues in national development. (Abstract #44).

Distance Education: In distance education the issue of need/room in the market for co-operation in the African university for distance education was issue in several papers. The study of distance education is in infancy and models have not yet emerged in Africa. Need to develop distance education methods for Nigeria to improve rural development. Discussion centered on issues of: infrastructure (so bad it's hard to do anything); training of change agents not only in road building but in protocal of approcahing chiefs, etc.; commitment of change agents; problems of mobilization of groups already in existence; change agents need to know differences between religious teachings and culture.

Some suggestions for action emerged:

1. Monitoring and evaluation of programs crucial to further funding.
2. Comparative methodology very important, need more.
3. Communication. Voluntary journal. Can generate own or get message in "Convergence," etc.?
4. Concretize regional level communication. Work at micro-level for research and regionalize microanalysis so less dependence on financial constraints.
5. Sharing of expert experiences.

6. Sharing methodology.
7. Dialogue on distance education.

"Not everything is beautiful but every thing has its own beauty."

Whatever the nature and hope of participants, everyone became more knowledgeable about, and developed a deeper understanding of Comparative Adult Education. Colleagues in developing countries and in the south gave everyone new insights and helped us all learn from each other.

We have attempted to get this Report to you as soon as possible. If we have misquoted or misunderstood any participants or papers, we apologize. The Proceedings should carry the full accurate account of this fine Conference.

Thanks are expressed to Dr. John Henschke, University of Missouri, who is duplicating this Report and mailing it to members of CSRCAE.

October
~~November~~ 21, 1991